DOCUMENT RESUME

ED 370 394 FL 022 153

AUTHOR Arrington, Teresa R.
TITLE Use of Video Material in the Spanish for Business Language Classroom at the Second- and Third-Year Levels.
PUB DATE 93
NOTE 16p.; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (12th, Ypsilanti, MI, March 31-April 3, 1993).
PUB TYPE Guides - Non-Classroom Use (055) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Business Communication; *Classroom Techniques; Course Descriptions; Higher Education; *Instructional Materials; Languages for Special Purposes; Programmed Instructional Materials; Second Language Instruction; *Spanish; Teacher Role; *Videotape Recordings

ABSTRACT

This paper discusses how the business Spanish courses offered by the University of Mississippi are conducted, focusing on the use of videotaped materials in the classroom and the development of appropriate handouts for students to use in conjunction with video materials. Introductory-level instruction is offered in the Spanish 101, 102, and 201 sequence, while the second-year Spanish 202 course serves as a review and vehicle for special topics, with sections emphasizing medical, fine arts, or business terminology. A new third-year course, Spanish 305: Business Spanish, was introduced in 1993, and relies extensively on a self-guided, business-orientated Spanish videotape series entitled "Espana y America: Al habla!" To effectively utilize videotaped materials, instructors need to preview segments and provide students with handouts to direct their viewing toward specific goals, such as specific cultural practices and grammatical usages. Each segment should lead into an application discussion that integrates material covered in class. A specific video segment on banking activities is discussed, and sample handouts appropriate for use with the segment are provided. (MDM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 370 394

Use of Video Material in the Spanish for Business Language Classroom at the Second-and Third-Year Levels

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Geoffrey Wright

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

FL022153

BEST COPY AVAILABLE

USE OF VIDEO MATERIAL IN THE SPANISH FOR BUSINESS LANGUAGE CLASSROOM AT THE SECOND- AND THIRD-YEAR LEVELS

This presentation begins with a brief overview of the arrangement of undergraduate International Business and Spanish language courses offered currently at the University of Mississippi, followed by a description of how the Spanish for Business courses offered by the Department of Modern Languages are currently conducted. Then tips for developing in-class handouts to use with video segments will be discussed. A short segment of video will be shown and alternate forms of a handout that can be used with that segment will then be explained.

The School of Business Administration at the University of Mississippi offers nine Fields of Concentration for the B.B.A. [Bachelor of Business Administration] degree. Only the major in General Business is offered with an International Business emphasis, which requires twelve hours of foreign language study at the Freshman and Sophomore levels. No other field of concentration requires foreign language study for completion of degree requirements. This International Business emphasis has only been in place in the School of Business Administration for the last three years.

Some eight years ago the Department of Modern Languages re-organized its first and second year course offerings in the following manner: Courses numbered 101, 102, and 201 (formerly the two semesters of first year and the first semester of second year) would be utilized to complete the textual material normally covered in 101 and 102 only. The Department believed that most current first year foreign language

textbooks contained entirely too much material to be covered in simply two semesters. Since the basic Liberal Arts foreign language requirement was the completion of the 201-202 sequence, we were left with the 202 course as the only true second year course in the sequence. Our dilemna: How to distinguish this course from the rest of the sequence?

In the past, the 201-202 sequence had utilized a series of cultural/literary readers, using the same texts in all sections. Our solution to the 202 problem was to conceptualize this course as the final chance for grammar review before beginning third year courses. Therefore, all 202 sections would utilize the same grammar review text which would cover the highlights of the grammatical features taught in the 101-102-201 sequence. In order to capitalize on the strengths of the faculty even at this formerly non-specialized level of instruction, each section of 202 would also be assigned a specific topic. This topic would be related to the expertise of individual faculty members, and, at the same time, offer students a chance to take a foreign language course that would have relevance to their own major fields.

Thus, for example, our faculty member who is diabetic teaches the 202 section on Spanish for Medical Terminology; our faculty member who is a native of Spain with proficiency in Spanish folk-dancing teaches the section on Fine Arts; other faculty members with more traditional backgrounds in literary analysis teach literature or current events sections. When I was offered an opportunity to teach one of these sections I saw that Spanish for Business Terminology was an area that no other faculty member was covering and, even though the School of Business Administration did not offer an International Business emphasis at that time, I felt it would be of use to at least some students at the University of

Mississippi whose interests were not being met by other sections. The information on course topics is published with course registration materials, so that students know the section number for each topic offered. In theory, then, student A chooses the Medical Spanish section because he/she is a pre-med studsent. Student B chooses Hispanic Current Events because he/she is a Political Science major. Student C chooses Spanish Fine Arts because he/she is a music major, and so on.

In practice, however, many students still chose a particular section simply because that time slot fits in with the other courses they must take, or because they have already taken one or more courses with that instructor and feel comfortable taking another course with the same person, particularly since, for the majority of them, it will be the last foreign language course they take.

At the same time that this course revision was accomplished at the 100-200 level, a new third-year Spanish for Business course was introduced which would deal with the "[p]ractical application of specialized vocabulary for careers. Emphasis on specific vocabulary, letter writing, interviewing techniques, and other areas of significance to students interested in the commercial applications of Spanish."[1] This course entered the normal rotation of upper division courses, which meant that it would be taught only every three or four years, since it was not part of the courses normally required for the undergraduate major or minor.

This semester, Spring 1993, I am teaching both the third-year SPAN 305: Business Spanish course and a section of SPAN 202: Second-year Spanish with Emphasis on Spanish for Business Terminology. During the

---

[1] The University of Mississippi 1993 Undergraduate Catalog, p. 330.

1991-1992 academic year I was awarded, on behalf of the Department of Modern Languages, a University of Mississippi Chancellor's Partners' Grant to purchase audio-visual materials for use in these courses. With the grant I purchased a series of audiotapes which illustrated interviewing techniques and a series of videotapes entitled España y América: ¡Al habla! distributed by the International Film Bureau. This series is advertised as a course for individualized self-instruction, but since it uses a business-oriented plot to carry its dialogue situations, I feel it would be appropriate for classroom use in our Business Spanish courses. Before purchasing the series I had viewed a preview tape with three sample lessons, but I had not viewed the entire series. The grant was awarded in late fall 1991, but purchase and delivery were not completed until mid-semester 1992, therefore I was only able to use two lessons in the Business Emphasis SPAN 202 I was teaching that term. My plan, then, was to use the tapes extensively in the Spring of 1993 since I would be teaching the two courses I have already mentioned. Unfortunately, due to the limited availability of audio-visual equipment on our campus, I have only been able to use the taped material one day a week per class, so that my current data base is not as large as I had anticipated last year.

The textbooks I have adopted for these two courses do not have accompanying listening comprehension exercises: Comercio y marketing, a McGraw-Hill publication, for the second year course and Exito comerical for the third year course. Therefore, I use the videotapes mainly for listening comprehension practice. This way the students can hear the vocabulary and other information from their texts demonstrated in life-like situations, spoken at native speed, and with contextual, visual cues to aid in comprehension. The key to using videotaped material in the classroom,

whether in the business language course or for regular instruction, is to treat it like any other component of the course. The instructor should preview the material before class and should introduce the material to the students before it is shown, to help direct their attention specifically to the material to be viewed. Table 1 presents a chart that can aid the instructor in previewing a video segment to determine the kind of language, culture, grammar, information, action, etc. it contains in order to prepare the students for viewing. [The material in Table 1 is taken from PICS Videoguidelines.][2] Naturally, not every video segment will illustrate all the categories listed here. Even if a segment could be analyzed in such detail, the instructor would not want to have students deconstruct the video segment so thoroughly for ordinary classroom use. The instructor must determine which aspects of the video segment are most appropriate for a particular lesson and de-emphasize the remaining elements for a specific classroom viewing.

While the material is being viewed by students, they should have a handout to help direct their viewing toward a specific goal: noting certain grammatical usages, cultural practices, specific activities related to their lesson, etc. It is impossible for students to notice everything that is happening in a taped scene all at once, even if they are allowed to view a segment more than once. A handout can focus their attention on a few of the activities or lines of dialogue spoken and allow them to ignore others. That way, students view and listen to the material in a more relaxed manner, more conducive to actual comprehension.

---

[2] PICS Videoguidelines (The Project for International Communication Studies at the University of Iowa), pp. 16-17.

When the segment is finished, it is not really over. The segment should lead into an application session, relating the viewing to material already covered in class or soon to be covered in class. Whether the handout sheets are collected immediately after viewing or after class discussion, the instructor should go over the answers with the students, while the segment is still fresh in their minds. Remember that, unless you have given multiple choice answers for the students to choose from, individual students may see/hear the same segment differently, so expect a variety of answers to more open-ended questions or questions that require interpretation of what has occurred.

The segment that we are going to view today is part of the series España y América: ¡Al habla! distributed by the International Film Bureau in Chicago.[3] The lesson we are going to see concerns certain banking activities that a foreigner, particularly a business person, might have to transact abroad. If you had seen the previous seven episodes, you would already be familiar with the speech patterns of the continuing character, Sr. Huertas, a Mexican businessman, who appears in these scenes. He has recently arrived in Spain on a business trip.

Before viewing the segment in class, we might begin with a brief discussion of who in the class has travelled or studied abroad and actually had to change currency, cash a traveller's check, or done some other banking transaction in another country. We might see if any students work in a bank here in the U.S. and have had to perform these exchange functions here for a customer. Since we have already covered chapters in the text on sóme basic banking activities related to business, we are re-

---

[3] International Film Bureau, Inc., 322 S. Michigan Ave., Chicago IL 60604-4382.

focusing students' minds to that set of vocabulary and information. With the second-year class we might have the class come up with a list of words and phrases they would expect to hear in a bank, or present a brief list taken from the video segment itself to prepare them for what they are to hear. The handouts would then be distributed. These are identified as Lección VIII, version 1 and version 2 in the Tables. For this particular exercise, I used the same question set for each class. However, for the second-year class I gave suggested answers for most of the questions, knowing from their first-day information cards that most of them had never been abroad and would be unfamiliar with the actions that took place in the scene.

An interesting feature of this particular series is that each story segment is followed immediately by the same segment subtitled, not in English, but in Spanish. Since this video series is actually part of a self-instructional textbook package, the subtitled sequence highlights certain grammatical structures that will be drilled in the exercise segments which follow each episode of the story. This subtitled feature is useful if you are using the series to illustrate those same grammatical concepts. However, you may have to show some video lessons out of order of the "plot" in order to correspond to your textbook, if you are not using the textbook which accompanies the series itself. One difficulty with the subtitled sequence is that the black box which outlines the titles sometimes obscures the very action that is being discussed, so that if you are not focusing on dialogue, but rather on action, the subtitles are a hindrance. If you need to show the segment more than once, you may, of course, simply repeat the non-subtitled sequence.

I utilized this particular segment with both the second and third year courses I am teaching this semester. Since in real-life business situations students would not have a preview vocabulary list but would have to rely on what they already knew of the target language, I introduced only the plot elements they would see. As a result it was immediately evident, after I analyzed their responses, that about one-fourth of the second-year students were unable to guess that abonar meant "to credit (to an account)." In a like manner, a little less than one-fourth of the third-year students had difficulty interpreting the number un millón quinientas mil and almost one-third did not grasp the concept of carnet de identidad. [see Table 4: "Question Analysis: Comparison" for the actual statistics. This chart tabulates the number of students who incorrectly answered those questions on the corresponding handout.] I should point out that I believe that video utilization, just like any other teaching technique, should be reviewed by the instructor after it is used in the classroom. This post-analysis can point out ways in which use of the video segment can be improved or better adapted to a particular class, either in terms of a different orientation in the preview exercise, in the focus handout, or in the post-viewing class discussion. Both the students and the teacher, then, should undergo a process of preview/view/review with respect to each video segment, so that the video is not simply an exercise to fill up time with no relation to course material or course organization.

The handouts I have prepared illustrate only a few ways to focus on the video material. You may wish to devise vocabulary check-lists to re-enforce textbook vocabulary. You may wish to focus on conversational patterns: greetings and leave-takings, introductions, expressing polite opinions, etc. You may want to deal with culture, either historical or

contemporary, popular culture. Other episodes of this particular series deal with shopping, meals, sightseeing trips to various well-known places in Spain, all of which would re-enforce not only business-related vocabulary, but standard conversational patterns as well.

Let me conclude by saying that no video series is perfect. But many can be adapted to suit your course goals, so long as you do some planning, both for yourself and your students. For the instructor, previewing the video, planning the focus handout, and analyzing how well it and the subsequent class discussion worked are all essential. For the student, an introduction to the video material, a focus worksheet, and post-viewing discussion are equally important. This way the student feels tht the video component is just as valuable as the other components of the course. And, for many of them, only by "seeing" the material in action, will they "believe" in its worth.

Teresa R. Arrington
The University of Mississippi

Table 1

PICS Exercise Development Guide

	Preparation	Presentation	Expansion
Text			
dialect			
register			
parts of speech			
nouns			
verbs			
familiar or difficult words			
key words of topic			
semantic categories			
numbers			
food terms			
places			
segment title/topic			
expressions/idioms			
sentences			
long vs. short ones			
hard vs. easy ones			
sentence structures, e.g.:			
passive/active			
subjunctive			
speech acts, e.g.:			
requests			
commands			
paragraphs			
descriptions			
facts			
main ideas			
examples			
arguments			
lists			
dialogue			
musical text			
narration			
plot elements			
time sequences			
scenes			
relationship of segments			

Table 1 (continued)

	Preparation	Presentation	Expansion
Sound			
pronunciation			
hesitation sounds			
colloquial speech			
elision			
contractions			
dialect			
speed/clarity of language			
laughter, coughing			
background noise			
vehicle sounds			
champagne corks			
background speech			
back- or foreground music			
relationship to text			
Image			
objects			
actions			
actions in text			
actions not in text			
gestures			
facial expressions			
people			
groups of people			
clothing			
places			
nature			
cultural content			
single image (still frame)			
short sequence			
scene			
text within images			
relationship to text			
relationship to sound			
production techniques			
editing of shots			
camera angles			
genre conventions			

Table 2: Lesson VIII: Version 1
SPAN 202 Nombre _____

Lección VIII En el banco

1. What does Mr. Huertas expect the bank to have for him?
a checking accoun a wire transfer of funds an ID card

2. What item does the teller first request from Mr. Huertas?
a passport an ID card a telex a checking account

3. What item does the teller accept instead?
a passport an ID card a telex a checking account

4. What is the amount of the telex?
5.000 pesetas 1.500.000 pesetas 1.500 pesetas

5. What does Mr. Huertas want done with the money?
cash traveller's checks deposited in another bank/other banks

6. Does the clerk keep Mr. Huertas' ID?

7. What other bank transaction does Mr. Huertas carry out?
makes checking deposit makes savings deposit cashes traveller's cks

8. Does Mr. Huertas receive his money immediately?

9. What is the current exchange rate between pesos and pesetas?
A. 300:1
B. 500:1
C. information not available in this office

Table 3: Lesson VIII: Version 2

SPAN 305/SPAN 543 Nombre _____

Lección VIII En el banco

1. What does Mr. Huertas expect the bank to have for him?

2. What item does the teller first request from Mr. Huertas?

3. What item does the teller accept instead?

4. What is the amount of the telex?

5. What does Mr. Huertas want done with the money?

6. Does the clerk keep his ID?

7. What other bank transaction does Mr. Huertas carry out?

8. Does Mr. Huertas receive his money immediately?

9. What is the current exchange rate between <u>pesos</u> and <u>pesetas</u>?

TABLE 4: QUESTION ANALYSIS: COMPARISON

LESSON VIII

Question Number		
(1)	1	2
(2)	2	8
(3)	0	1
(4)	0	5
(5)	8	3
(6)	0	0
(7)	5	0
(8)	0	0
(9)	0	4
	Number of SPAN 202 students who missed this question [out of 35 students enrolled]	Number of SPAN 305 students who missed this question [out of 22 students enrolled]